

Melbourn Village College – KS4 Music Matrix

Music Matrix Year 10	Emerging	Developing	Securing	Mastering
Performing – technical skills	I can perform using my first study instrument (or voice) in both the solo and ensemble contexts, at a basic level (preliminary grade, or Grade 1).	I can perform using my first study instrument (or voice) in both the solo and ensemble contexts, at a developmental level (approximately Grade 2).	I can perform using my first study instrument (or voice) in both the solo and ensemble contexts, at an intermediate level (approximately Grade 3/4).	I can perform using my first study instrument (or voice) in both the solo and ensemble contexts, at a more advance level (Grade 5+).
Composing – creating ideas	I can create simple melodic and rhythmic patterns, using treble clef notation.	I can create coherent musical phrases, using treble and bass clef notation.	I can create musical melodic and rhythmic patterns, using treble and bass clef notation, with a good understanding of different instrumental forces.	I can create sophisticated musical melodic and rhythmic patterns, using treble and bass clef notation, with a secure understanding of different instrumental forces and how each can be handled effectively.
Listening Skills – Understanding of concepts and features	I can aurally identify some music instruments accurately and make some comments using at least two musical elements i.e. melody, harmony or rhythm.	I can aurally identify many music instruments accurately and make 3+ musical analytical comments about different extracts of music.	I can aurally identify most music instruments relevant to the OCR GCSE Music spec and make 5+ musical analytical comments about different extracts of music, in context.	I can aurally identify nearly all music instruments relevant to the OCR GCSE Music spec and make 6+ musical analytical comments about different extracts of music and their geographical and historical contexts, accurately.

Music Matrix Year 11	Emerging	Developing	Securing	Mastering
Performing – technical skills	I can perform using my first study instrument (or voice) in both the solo and ensemble contexts, at a basic level (preliminary grade, or Grade 1).	I can perform using my first study instrument (or voice) in both the solo and ensemble contexts, at a developmental level (approximately Grade 2).	I can perform using my first study instrument (or voice) in both the solo and ensemble contexts, at an intermediate level (approximately Grade 3/4).	I can perform using my first study instrument (or voice) in both the solo and ensemble contexts, at a more advance level (Grade 5+).
Composing – creating ideas	I can create simple melodic and rhythmic patterns, using treble clef notation.	I can create coherent musical phrases, using treble and bass clef notation.	I can create musical melodic and rhythmic patterns, using treble and bass clef notation, with a good understanding of different instrumental forces.	I can create sophisticated musical melodic and rhythmic patterns, using treble and bass clef notation, with a secure understanding of different instrumental forces and how each can be handled effectively.
Listening Skills – Understanding of concepts and features	I can aurally identify some music instruments accurately and make some comments using at least two musical elements i.e. melody, harmony or rhythm.	I can aurally identify many music instruments accurately and make 3+ musical analytical comments about different extracts of music.	I can aurally identify most music instruments relevant to the OCR GCSE Music spec and make 5+ musical analytical comments about different extracts of music, in context.	I can aurally identify nearly all music instruments relevant to the OCR GCSE Music spec and make 6+ musical analytical comments about different extracts of music and their geographical and historical contexts, accurately.